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Education 7201

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Wiki 2

Annotations

**Jolivette, K., Patton, B., Ramsey, M. (2006). Students with emotional and behavioral**

**disorders can manage their own behavior. *Teaching Exceptional Children*, *39*(2), 14-21.**

Jolivette, Patton and Ramsey discuss a variety of self-management strategies that teachers can implement with their students that have challenging behaviors. It discusses the various components of these strategies, such as self-assessment and self-recording. It also uses examples of potential cases studies to show how the strategies can be implemented.

**Prater, Mary A. (1994). Improving academic and behavior skills through self-management**

**procedures. *Preventing School Failure*, *38*(4), 5.**

In this article, Prater gives a detailed description of self-monitoring. She also discusses the results of actual case studies, as well as ways to improve behavior through self-management. Her research shows that self-monitoring strategies have proven successful among special education and mainstream populations.

**McConnell, M. E. (1999). Self-monitoring, cueing, recording, and managing: teaching**

**students to manage their own behavior. Teaching Exceptional Children *32*(2), 14-21.**

This article discusses research on the topic of self-monitoring. It provides detailed procedures that can be used to implement self-monitoring strategies. It also provides examples of monitoring checklists, worksheets, and scales.

**de Haas-Warner, Sarah J. (1991). Effects of self-monitoring on preschoolers' on-task behavior: A pilot study. *Topics in Early Childhood Special Education*, *11*(2)**

This article gives an in-depth description of a pilot study about the implementation of self-monitoring procedures at the preschool level. It discusses the importance of adapting these procedures to be developmentally appropriate for this age level. The results showed that the subjects improved in their on-task behaviors and work completion and their levels of disruptive behaviors decreased.

**Rafferty, Lisa A.(2010). Step-by-Step: Teaching Students to Self-Monitor. *Teaching***

***Exceptional Children*, 43(2), 50-58.**

This article discusses the various types of self-management interventions, including self-monitoring, but also self-education and evaluation, and goal-setting. It talks about the benefits and how to implement it. It also gives examples of self-monitoring instruments that can be used in actual classrooms.

**Amato-Zech, N. A., Hoff, K. E. and Doepke, K. J. (2006). Increasing on-task behavior in**

**the classroom: Extension of self-monitoring strategies. *Psychology in the Schools*, 43: 211–221.**

This article explores the study of self-monitoring strategies implemented with elementary special education students. The results showed a significant increase in on-task behaviors. It also discusses further findings.